DOCUMENT RESUME

ED 117 367 95 CE 005 990

AUTHOR Manzo, Anthony V.; And Others
TITLE Personality Characteristics and Learning Style Preferences of Adult Basic Education Students. Research Monograph.
INSTITUTION Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 75
GRANT OEG-73-5213
NOTE 43p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS *Adult Basic Education; Adult Learning; *Adult Students; Individual Characteristics; *Learning Characteristics; Learning Processes; Participant Characteristics; Personality Assessment; Personality Studies; *Personality Tests; *Student Characteristics; Test Results
IDENTIFIERS Learning Preference Inventory; Luscher Color Test; Manzo Bestiary Inventory

ABSTRACT

The study described in the report identifies personality characteristics and learning styles of adult basic education (ABE) students on the basis of three instruments: the Luscher Color Test, the Manzo Bestiary Inventory, and the Learning Preference Inventory. The volunteer sample consisted of 83 ABE students. Subsample comparison groups consisted of sixth graders, stock brokers, and GED students. Data on the total of 158 subjects were analyzed by computer to display individual and group profiles. Results of the Luscher Color Test indicated a sense of fragileness, a slight degree of social-emotional dependency, and a need for healthy release from tensions on the part of the ABE students. The Manzo Bestiary Inventory findings corresponded to the Luscher findings but also indicated a need for ABE students to appear highly aggressive and cautions about intimacy with others. The Learning Preference Inventory indicated their preference to learn by direct teaching approaches such as lecture, tutoring, and group interaction rather than by less direct approaches. The study concluded that ABE students are like other segments of society, especially those with newly heightened aspirations. Unlike other undereducated adults not enrolled in ABE classes, however, ABE students are probably more aggressive, intense, and conflict-prone. (Author/JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117367

RESEARCH MONOGRAPH

Personality Characteristics and Learning Style Preferences of Adult Basic Education Students

Primary Investigators:

Anthony V. Manzo
Mary Lorton
Mark W. F. Condon

School of Education
University of Missouri-Kansas City

Fall, 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Center for Resource Development in Adult Education

R E S E A R C H

M O N O G R A P H

Personality Characteristics and Learning Style Preferences

of

Adult Basic Education Students

Primary Investigators:

Anthony V. Manzo
Mary Lorton
Mark W. F. Condon

School of Education

University of Missouri - Kansas City

Fall, 1975

This Study Conducted

Under The Auspices of

Center for Resource Development

in Adult Education

George Spear, Director

The project reported herein was performed pursuant to a grant from U. S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Grant No. OEG-73-5213 (Spear)

ABSTRACT OF ABE STUDY

The purpose of this study was to identify personality characteristics and learning styles of Adult Basic Education students as measured by three instruments: the Luscher Color Test, Manzo Bestiary Inventory and Learning Preference Inventory. An additional purpose was to assess the potential of the three instruments for use by ABE teachers as a means to help them get a better purchase on individual ABE students.

Eighty-three (of a possible 100) ABE subjects comprised the volunteer sample and were tested by seven instructors. Subsample, comparison groups, were tested who had been chosen on the basis of selected differences with the ABE sample; included were 6th graders, stock brokers and GED students.

Data from the aggregate 158 subjects was analyzed by computer program to display individual and group profiles.

Results of the Luscher Color Test indicated a sense of fragileness, a slight degree of social-emotional dependency and a need for healthy release from tensions. The Manzo Bestiary Inventory findings corresponded to the Luscher Color Test and in addition indicated a need to appear highly aggressive and cautious about intimacy with others. The Learning Preference Inventory indicated this sample of ABE students prefer to learn by direct teaching approaches such as lecture, tutoring and group interaction, as opposed to five other less directive approaches.

The major conclusion of this study was the fact that in perspective of other groups tested, ABE students are most like segments of society blessed and burdened by heightened personal aspirations; they are probably more aggressive, intense, and conflict-prone, than other undereducated adults who are not enrolled in ABE classes.

This study was conducted under the auspices of the U. S. O. E. Adult Education-sponsored Center for Resource Development in Adult Education, University of Missouri - Kansas City.

ACKNOWLEDGMENTS

The authors convey their appreciation to Ms. Riki Stein for her research assistance with the Learning Preference Inventory and the Bestiary Inventory and in the training of ABE teachers in the administration of these test instruments.

Special gratitude is extended to Dr. William C. Smith for design of computer programs to analyze the various data of this study and for other valuable assistance.

We also wish to thank Mrs. Antronette Brown, Director of Adult Basic Education, Kansas City Public Schools, Mr. Graham Hunt, President of H. O. Peet & Company; teachers of the Kansas City Missouri Public Schools and Visitation School; and instructors in the seminar practicum courses at the University of Missouri - Kansas City for affording the investigators access to the various populations represented in this study.

Finally, we thank the many individuals who generously advised us at many critical points over the protracted period of this study, most particularily Dr. Donald W. Mocker, ABE specialist with the Center for Resource Development.

TABLE OF CONTENTS

I. Rationale

II. Instruments

A. Luscher Color Test

B. Manzo Bestiary Inventory

C. Learning Preference Inventory

III. Method

A. Population

B. Procedure

C. Data Analysis

IV. Findings

A. Luscher Color Test profile

B. Manzo Bestiary Inventory profile

C. Learning Preference Inventory findings

D. Other groups tested

V. Conclusions/Implications/Questions

VI. Appendix

VII. References

RATIONALE FOR STUDY

It is our impression that much of our failure as educators in helping America's illiterates is a by-product of not knowing who they are, what they feel, or just what they are all about. We have all been children and therefore have some empathy with that state and its condition. The story of being poor and/or part of a minority group in America is now also becoming a more conjurable life experience. The adult basic education student, however, is one of those segments of society about whom we have relatively little factual knowledge and with whom we have even less insightful experience. It is for lack of such knowledge and experiences that we tend to relate to ABE students with pity or resentment, rather than empathy and understanding. As a result, ABE students are "treated", "remediated" and "manipulated", but rarely educated.

It is undoubtedly a confluence of complex factors which shape a people into what they are. To fully understand any grouping of people, and surely one individual within a grouping, requires time and repeated contacts in a variety of situations. The drop-out rate among ABE students doesn't permit this: there simply is insufficient time to discover who a student is, and inadequate empathy with him to convincingly induce him to stay long enough to find out. The time required to learn about students can be reduced and knowledge gained maximized to the extent that teachers are able to begin with useful general information and to have means available to quickly acquire additional information on specific student traits. It is the purpose of this study to advance both of these objectives.

Three instruments are described: the Luscher Color Test, Manzo Bestiary Inventory and Learning Preference Inventory. Each can be easily employed by classroom teachers to learn more about the personality

characteristics and preferred learning styles of their students. Employing these instruments ourselves, we hoped to detail shared traits of the ABE student by identifying and describing characteristics revealed through these measures. We felt optimistic that these descriptors would be useful on two accounts. If they failed to detail characteristics unique to the ABE student, we would know more about what all men tend to hold in common which, in any case, is consistent with our belief that we are all more alike than we are different. With regard to the ways in which people might be quasi-differentiated, we felt encouraged that some trait factors could be identified, as the literature of psychology is filled with data suggesting that people of shared characteristics tend to collect themselves around discrete problems, concerns, experiences and/or operations: e.g., first-born children tend to be creatively dominant (Lichtenwalner and Maxwell, 1969); body types influence temperament (Sheldon, 1942); salad and vegetable eaters are energetic (Wallen, 1975). On this ground alone it seemed reasonable to be able to identify at least some strand of affect or temperament which was salient in a composite personality configuration of ABE students. This expectation was duly tempered by our awareness of the many studies which had failed to find distinguishing characteristics among apparently distinctive groups, and also the investigators' dilemma of often not being able to replicate even their own earlier findings where distinct, were thought to exist. We could not, in effect, logically induce from present wisdom what would be found, which supported the need to expand our thinking by an empirical, i.e., data based, approach.

INSTRUMENTS OF THIS STUDY

The instruments of this study were selected to conform to the following criteria. They needed to: 1) provide useful information concerning personality characteristics of ABE students or their preferred methods of learning; 2) require no reading, 3) be quick to administer and interpret, and 4) able to be used easily and reliably by ABE teachers.

THE LUSCHER COLOR TEST (LCT)

The Color Test, developed by Dr. Max Luscher of Germany with an American translation by Ian Scott (1969), served as the primary investigative instrument. The Luscher Color Test is said to reveal conscious and subconscious elements of personality structure. It is an individually administered test, most applicable from adolescence through adult years.

Eight colors are placed before the subject and he is asked to choose them in the order of his preference. This procedure is repeated a second time to assess consistency in color preference, and to deal with any extraneous questions or issues which might arise to nullify the results. The second administration is said to be the more accurate representation of personality and is considered the one of record.

Test interpretations are based on essentially three considerations: 1) the order in which the colors are chosen; 2) the pairing of colors - first and second choices are considered one pairing, third and fourth choices are another pairing and so on; and 3) the extent to which "psychological primaries" (blue, red, yellow, and green) are displaced in the first four positions by "auxilliary colors" (gray, purple, brown, black). Each individual color and each combination of colors is referenced to a brief narrative of interpretation. The narratives also vary according

to whether the combination if found in the 1,2 position (coded as ++), the 3,4 position (coded as xx), the 5,6 position (coded as ==) or 7,8 position (coded as --). The plus/plus (++) is said to represent "desired objectives", followed by the times/times (xx) which is considered an index to the "existing situation". The equals/equals (==) is regarded as an area of "restrained characteristics" and the minus/minus (--) as "stress sources". Additionally, the pairing of a primary color found in the last four positions with an auxiliary color found in the first four is said to reveal an area of "anxiety and compensation". These are also judged in terms of degrees of conflict labeled "none", "some", "appreciable", and "serious". Other more sophisticated analyses are also possible, but these were eschewed due to the difficulty in handling such data on a group basis.

In its final form, the Luscher provides the examiner with at least four separate narratives, which, when taken together, are presumed to represent the major personality configuration of the individual.

The LCT, while well documented with clinical and normal populations, has certain limitations. It was conceived and normed in Europe, primarily for use by physicians in diagnosing physiological problems reflected in psychological stress. Too, it is a 'deep' psychological test, tending to be more concerned with intrapsychic organization than public behavior. In view of the intimate nature of learning, however, this seemed to be an appropriate domain for investigation. In another realm, the narratives accompanying the color choices have been criticized as sounding too much like astrological readings, in the sense of being applicable to virtually everyone or anyone. In our view, this criticism is essentially correct with respect to the timbre of the language, but we can find no fault with

the construct suggesting a relationship between certain color choices and selected personality traits. Finally, in spite of the seeming soundness, or face validity of the color/temperament construct, the metaphoric value of colors seem to us to be too thin to stimulate rich interpretations and insights.

THE MANZO BESTIARY INVENTORY (MBI)

The MBI was chosen as the second major instrument in this study, both because it complements the LCT and enriches our data base on this essentially experimental instrument. Further the origins of the MBI are more within the context of school-like concerns, the author being foremost an educator, and coincidentally a psychologist.

The MBI is individually administered, requires no reading, and has been used from childhood through adult years. Thirty-six animals are named in groups of three; the subject is asked to choose the one he identifies with most from each grouping. The full profile consists of twelve positive identifications and six rejections. The selections are then narrowed to three ranked positive and three ranked negative choices.

The MBI is roughly comparable in interpretation format to the four pairings of the LCT (++,xx,==,--). The final key selections and rejections are those which carry the closest personality trait correspondences to the subject. The positive choices are comparable to the subject's ideals as in the LCT (++) category. The other three are actively rejected as are the subject's (--) group in the LCT. The remaining array of animals which have been chosen or rejected, but on a lower priority, are comparable to the (xx) and (==) functions of the LCT. Also, this interpretation is keyed to the language equivalents which correspond to the animal choices that the subject makes. These are not in the form of

connected narratives however, but rather descriptive terms, i.e. adjectivals, which were found to be associated with the imagery of the animals in prior research (Manzo, 1975).

It is from these descriptive terms and the richer metaphoric value of the animal choices that characteristics of personality and social behavior and inferred.

The most significant advantage of the MBI over the LCT (and over most other projective tests), is in its metaphoric value. Also, the MBI does not offer pat connected narratives forming single, cogent statements. Rather, it offers key terms which encompass an individual and represent the filter through which his world is seen, felt and experienced. These terms must then be organized or shaped by other information into a narrative consistent with the nature of the individual or group. Several procedures are recommended in the MBI manual for collecting "other information", one being to cross validate findings with analogous instruments. In this case, it was with the LCT.

It must be added here that the original design of this study called for an attempt to translate the animal choices into fourteen personality variables. This attempt was arrested when our efforts to validate the variables became overly complicated by technical difficulties which have not yet been resolved.

The major limitation of the MBI is the complex and near obscure reasoning required to justify the initial groupings of animals from which choices are made. Also it is a new test, yet unpublished, and based on five years of clinical use, versus twenty for the LCT. It can also be argued that the temporary popularity of an animal can influence test outcomes. Here again, by a complex and lengthy discussion, which we have

chosen to disallow here, this seemingly counter-influential factor can be shown to be less significant than expected by cursory reflection.

THE LEARNING PREFERENCE INVENTORY (LPI)

The LPI was used to discover how individual students prefer to learn several of the different types of things required by school; tasks, skills and knowledge. The wording of the test and the accompanying pictures makes it applicable to students from primary grades through adult levels.

Eight types of learning situations are pictured on 4 x 6 cards and each method of learning is explained to the subject. Four of the eight ways to learn are variations on individualized work, the remaining learning modes involve one or more persons.

Once the subject understands each style of learning, he is shown six different kinds of situations, two for each of three learning objectives. The learning objective "tasks" is represented by the need to learn how to do a complicated workbook exercise and how to play a new school-like game. The learning of basic arithmetic and reading represents the "skills" objective. Acquiring and retaining information in science and social studies represents the "knowledge" objective.

Scoring of the LPI is done by recording and counting student expressed preferences. Interpretations must take many more factors into account than are assessed by the inventory. But the essential objective is best understood as an effort to meet the student's preferred style of learning, or to systematically work to enhance his repertoire to include other learning modes.

In the case of this study, the LPI was used merely to establish what those preferences happen to be among a representative Adult Basic

Education population.

This is also an experimental instrument which has been under development for the last two years by Anthony V. Manzo, assisted more recently by Mary Lorton and Riki Stein.

METHOD OF STUDY

POPULATION

The target population for the study was Adult Basic Education students. These individuals ranged in age from 17 to 62 years, with a mean age of 25, and were distributed almost equally be sex. The mean instructional reading level established using the California Achievement Test or the Wide Range Achievement Test for females was 5.5 and for males, 8.6; the total mean averaging at 7.0. Similar distribution of socioeconomic background was noted.

Since a composite characterizing the entire group was the project's objective, a large number of these people were needed. A Midwestern metropolitan area of a half million people is served in terms of adult basic education classes by a large network of ABE centers dispersed throughout the city. This network, which was administered by a city school district, was the source for subjects in this data gathering.

Entre to experimental subjects was provided through the instructors in these ABE centers. Seven instructors were asked to administer the instruments to as many as twenty subjects each. From the returns and comments by the instructors, it could be determined that the eighty-three (83) subjects from whom complete data was gathered were primarily a "volunteer" sample out of a potential population of just over a hundred students who regularly attend these courses.

The ABE instructors were told to explain the administration of the three tests to their subjects, and then to ask for volunteers. An instructor would say: "We are giving three tests tonight to those who would be interested. One test asks you to choose from animals you prefer, a second asks you to choose colors which you prefer, and the last offers

several pictures from which you will choose ways in which you would prefer to learn. All three tests will take about ten minutes. The information we are after is exactly what it is that these tests measure. In order to find that out, we need to administer them to a group of students. Would any of you care to volunteer?"

The high percentage of volunteers indicated that there was no reticense on the students' parts to do such tasks. It also insured a fairly representative sample of those who were regularly attending ABE classes in the metropolitan area.

As the central purpose of this study was to characterize the ABE student, this goal was met by the group tested in ABE centers. It seemed important, however, to gather the same information on some other subsamples of populations in order to provide a backdrop or perspective which could aid in interpretation of the ABE data. Therefore, groups of people who were judged to differ in varied ways from the ABE population were identified. These included 1) children in the middle grades of parochial and public elementary schools; 2) agents working in a stock brokerage; and 3) a group of students working in other evening educational settings who were preparing to take the General Educational Development (GED) test for a high school equivalency certificate. These three groups were judged to potentially differ from the ABE students in their levels of success and security, in their goals and lifestyles, and in their sense of self-actualization and self-esteem. It was hoped that with these alternate groups to compare with the ABE subjects, a more complete sense of the ABE student as an identity could be refined.

PROCEDURE

ABE Population - The course instructors took each volunteer individually and administered the three tests to him. There was no direction given to the instructors about the sequence in which the tests should be given.

The LCT was administered precisely as indicated by Ian Scott's translation of Dr. Luscher's "Short Luscher Test" (Scott, 1969,) a copy of which was supplied to each instructor. The instructors were trained to administer the two experimental instruments as well.[1]

Subsample Populations - The groups of subjects in the other populations were selected in a fashion similar to the ABE students, but there was less vigor in attempts to carefully identify samples representative of these potential populations. For example, the twenty-eight stock brokerage agents were taken from a single firm. The twenty-four elementary students were volunteers from two grades in two schools, and the twenty-three GED students were volunteers from two agencies out of a dozen possible sources. The tests were also administered by a single investigator and an assistant as opposed to seven in the ABE group. It was felt, however, that there were no variables in this system of data collection which would seriously interfere with the intended comparisons between the ABE group and the other populations.

DATA ANALYSIS

Though each of the measures potentially offers a wealth of information about a given individual, the primary goal of this study was to

[1]Copies of the protocols and instructions for the MBI and LPI are available from the author, upon request for a limited time for the cost of reproduction and handling only.

characterize the entire population of ARE students. Consequently, rather than analyzing each person's profile and then attempting to, in some way, collect the information into a group impression, the data was grouped first and then analyzed in a way similar to the way one deals with a given person's protocol.

Luscher Color Test - The Luscher Test was used for the more elaborate analysis. These data were placed into the computer and were arranged so that there was a display of the frequency of combinations chosen for each of the color choice functions (++,xx,==,--). Also displayed were varying levels of conflict in these areas of the personality, as well as possible anxieties and compensations which arose from these. For the LCT color choice groups, this display also allowed identification of the most frequently used color in each choice position, and colors in each color choice group. By then, taking care to analyze this collected data, it became possible to develop some descriptors of the way the population could be characterized.

Manzo Bestiary Inventory (Experimental form) - With the aid of several lengthy computer programs, the data from the aggregate of 158 subjects was arranged for the MBI so as to display for each of the four populations the frequencies of 1) all the animals who were chosen in the first three positive preferences; 2) the frequency of animals in the remaining nine positive preferences; and 3) the total frequency of each of the 33 animals for any of the twelve preference choices. Using this system, it was felt that a notion of the group's general choices could be displayed giving 1) the mode for a group as well as those animals ranked fairly frequently in the ranked preference; 2) the several animals which the group generally chose, and 3) the animals which, while they were rarely

ranked as prime choices, seemed to be present at some lesser station in the majority of profiles.

A similar display of the negative preferences (those animals which subjects chose not to identify with) was also generated.

Learning Preference Inventory (Experimental form) - The LPI also was analyzed by frequency counts and allowed similar judgments to be made for each of three possible learning objectives: tasks, skills and factual knowledge.

The prototype for this instrument was inadequately developed to be available for use with any but the ABE population of this study. More recent use of the instrument with remedial readers attending a reading clinic and with junior college students has verified its ability to yield discrete and reliable information.

FINDINGS

There is an old Indian parable that tells of several blind men feeling different parts of an elephant and concluding that he is many different things. These current data are subject to the same biases and also the compounding fact that each part seems to suggest varying impressions when examined from different perspectives. In fairness to the reader, and to the targeted population of this study, the data is displayed in several of many possible ways.

THE LUSCHER COLOR TEST

Two dominant profiles emerge for ABE students. One which we have called the "no conflict" or normal profile, and a second showing varying degrees of "conflict", some to a point of near debilitation. Both of these are viewed as essentially normal, though not necessarily ideal profiles. There was no evidence of disproportionate or intense degrees of emotional pathology.

PROFILE 1 - No Conflict

I. Function (++) - Desired objectives, or behavior dictated by desired objectives. Forty-six percent of subjects (38) showed no conflict in this category.

Four colors enjoyed popularity among the profiles found in this category. In their order of popularity, they were:

55% chose Blue - desire for tranquil, peaceful state.

50% chose Red - intense, vital . . . delight in action. . . action towards success or conquest.

34% chose Violet- need to feel identified with. . . something. To win support by charm and amiability. Sentimental.

34% chose Green - wants to overcome opposition and achieve recognition.

The most dominant characteristics in the (++) function for those showing no conflict was clearly Blue/Red, which taken together Luscher describes as follows:

Blue/Red - seeks affectionate satisfying and harmonious relationships. Desires an intimate union, in which there is love, self-sacrifice and mutual trust.

II. Function (xx) - "The existing situation, or behavior appropriate to the existing situation." Seventy-five percent showed no conflict in this category.

As in the above, four colors were popular among 66 subjects:

48% chose Blue - acts calmly, with the minimum of upset . . .

37% chose Green - persistent. Demands what he feels to be his due and endeavors to maintain his position intact.

32% chose Violet - seeks to express the need of identification in a sensitive and intimate atmosphere, where esthetics or emotional delicacy can be . . . nurtured.

29% chose Red - intense, vital . . . taking a delight in action. Activity is directed toward success.

No one combination of colors appeared dominant in the (xx), or existing situation and behavior category. However, the three combinations with the highest frequencies do contain a strong common bond of similarity.

Brown/Blue - avoids excessive effort and needs roots, security and peaceful companionship. May be physically unwell, in need of gentle handling and considerate treatment.

Green/Blue - orderly, methodical and self-contained. Needs the respect, recognition and understanding of those close to him.

Violet/Blue - seeks to share a bond of understanding and intimacy in an esthetic atmosphere of peace and tenderness.

III. Function (==) - "Characteristics under restraint, or behavior inappropriate to existing situation."

Eighty-five percent of those tested showed "no conflict" in this category. Three color choices were dominant.

42% chose Brown - able to achieve satisfaction from sexual activity.

38% chose Green - situation is preventing him from establishing himself, but he feels he must make the best of things as they are.

31% chose Yellow - clings to belief that hopes and ideals are realistic . . . needs encouragement and reassurance . . . wants guarantees against loss or disappointment.

A strong pattern of preference emerged for the function (==), or characteristics under restraint.

Green/Brown - feels that he cannot do much about his existing problems and difficulties and that he must make the best of things as they are. Able to achieve satisfaction through sexual activity.

IV. Function (--) - "Sources of stress, or anxiety-laden characteristics."

Fifty-one percent of those tested showed "no conflict" in this category. Color choices were about as expected for any normal population of adults.

80% chose Grey - feels that life has far more to offer and that there are still important things to be achieved . . . pursues objectives with fierce intensity . . . in danger of becoming agitated and of exhausting his nervous energy. In brief: impatient involvement.

64% chose Black - wishes to be independent; . . . desire to control one's own destiny.

33% chose Brown - the existing situation is disagreeable . . . has strong need to stand out from the common herd . . . wants to be admired for himself alone.

The most frequently occuring combination was Grey/Black.

Grey/Black - wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects, to explore all its possibilities and to live it to the full. He therefore resents any restriction or limitation being imposed on him and insists on being free and unhampered. In brief: expectant self-determination.

PROFILE 2 - Sources of Conflict

Of ABE subjects tested, 56 percent showed some degree of conflict in one or more areas of functioning. The interface of three levels of conflict at four levels of function would require the reproduction of the computer print-out to adequately represent all the possible combinations and meanings. In the interest of presenting a profile which is at once comprehensive and comprehensible, we have exercised considerable judgment in pruning findings to levels which we trust are both parsimonious and representative of those tested.

I. Desired Behavior, Function (++) - Thirty percent of those tested showed "some" conflict in the function (++) - "desired objectives, or behavior dictated by desired objectives". Most of that conflict is represented by the modal pairing.

Yellow/Green - alert and keenly observant. Is seeking fresh avenues offering greater freedom and the chance to make the most of them. Wants to prove himself and to achieve recognition. Striving to bridge the gap which he feels separates him from others.

Where "appreciable" conflict was present in this same (+-) area of functioning, and too, where "serious" conflict was evident, it focused around black as it interacted with each of the four "psychological primary" colors.

Black/Blue - suffering from the effects of those things which are being rejected as disagreeable and is stongly resisting them. Just wants to be left in peace.

Black/Green - defiantly opposes any sort of restriction or opposition. Sticks obstinately to his own point of view in the belief that this proves his independence and self-determination.

Black/Red - suffering from pent-up over-stimulation which threatens to discharge itself in an outburst of impulsive and impassioned behavior.

Black/Yellow - tries to escape from his problems, difficulties and tensions by abrupt, headstrong and ill-considered decisions. Desperately seeking a way of escape, and there is danger of reckless behavior to the point of self-destruction.

II. Existing Situation, Function (xx) - In the function "existing situation" 23% were found to have "some" or "appreciable" conflict, but none showed "serious" conflicts. These conflicts tended to center around the following descriptors:

Red/Black - feels obstructed in his desires and prevented from obtaining the things he regards as essential. (The + groups is an attempt to compensate for this and other conflicts.

Black/Yellow - the existing situation contains critical or dangerous elements for which it is imperative that some solution be found. This may lead to sudden, even reckless, decisions. Self-willed and rejects any advice from others. (The + group is an attempt to compensate for this and other conflicts.)

III. Restrained Characteristic, Function (==) - The function called "restrained characteristics" was unexpectedly mild, with only 16% of the population registering any conflict. Oddly, the small degree of conflict registered had a unanimous strand running through it for all those showing conflict. The strand dealt with the implications of the choice "red", a symbol of thrust or "force of will". An examination of the possible meanings of this strand reveal it to be so consistent with what we would have expected to find, that we can only wonder why it is not more widespread.

Red/Brown - feels trapped in a distressing or uncomfortable situation and seeking some way of gaining relief. Able to achieve satisfaction from sexual activity.

Black/Red - circumstances are restrictive and hampering, forcing him to forgo all joys and pleasures for the time being.

IV. Repressed Characteristics, Function (--) - rejected or repressed characteristics, was expressed most strongly by the interaction of the modal colors, Yellow/Violet, where there was "some" conflict for 24% of the subjects; and by the interaction Red/Violet where "appreciable" conflict was noted for 18% of those tested. "Serious conflict was also evidenced in this category. It was very slight, 4%, and focused on the interaction, Blue/Red.

Yellow/Violet - suppresses his innate enthusiasms and imaginative nature, for fear that he might be carried away by it only to find himself pursuing some will-o-the-wisp. Feels he has been misled and abused and has withdrawn to hold himself cautiously aloof from others. Keeps a careful and critical watch to see whether motives towards him are sincere -- a watchfulness which easily develops into suspicion and distrust. In brief, "once bitten, twice shy"; emotional disappointment leading to watchful mistrust of motive. (The + group is therefore needed as compensation.)

Red/Violet - becomes distressed when his needs or desires are misunderstood and feels that he has no one to turn to or rely on. Egocentric and therefore quick to take offense.

Blue/Red - considerable distress is arising from some unsatisfactory relationship. He feels helpless to restore affinity and any semblance of mutual trust, so the situation is regarded as a depressing and unhappy state which he must continue to tolerate. Beset to the point of nervous prostration. In brief, helpless and irritable disharmony. (The + group is therefore needed as a compensation.)

Luscher Color Test: Summary of Findings

Woven into the fabric of the above findings are certain elements which are notable, if not unusual. Conflict about existing situations tends to center around dissonance arising from efforts to mount a forceful thrust toward a better life. Accompanying this is evidence of distress with present associations and previous allegiances. These feelings seem to conjure differing levels of guilt for wishing to be released from prior commitments, with attending levels of dissonance about ability to make and succeed with new ones.

Suggested in these conflicts are natural consequences familiar to all: fragileness, a degree of social-emotional dependency, and a need for a healthy release from tensions.

MANZO BESTIARY INVENTORY (MBI)

MBI findings are strongly analogous to those of the LCT and are therefore presented in briefest form. MBI findings are displayed to illustrate: 1) most frequently chosen animals in any choice position; 2) most frequently chosen in the first three positions, and in each of the first three positions; 3) most frequently chosen twice; 4) most frequently chosen once; 5) most frequently rejected; 6) most frequently

rejected first, second and third; 7) as a ring of adjectivals expressive of the language equivalents most often associated with predominant choices in the first three positions (classification 2 above) and rejections (grouping 5); and finally 8) as a brief connected narrative.

1. Most frequently chosen animals in any position of choice.

(Comparable to ++ on LCT)

Eagle	81%	Squirrel	55%
Lion	72%	Owl	53%
Fox	68%	Peacock	49%
Horse	62%	Wolf	48%
Tiger	61%	Dove	40%
Pheasant	57%	Alligator	40%

2. Most frequently chosen in the first three positions, and in each of the first three positions. (Comparable to ++ on LCT)

a. In the first three positions; i.e. chosen three times.

Eagle	33%	Tiger	19%
Lion	26%	Dove	16%
Falcon	22%	Dog	13%
Horse	21%	Horse	13%

b. Strength of identification in each of the first three positions.

First Position		Second Position		Third Position	
Lion	16%	Tiger	13%	Eagle	20%
Horse	13%				
Dog	13%				

3. Animals most frequently chosen twice. (Comparable to xx on LCT)

Tiger	31%	Eagle	19%
Horse	21%	Dog	12%
Lion	20%		

4. Animals chosen at least once. (Comparable to == on LCT)

Fox	43%	Peacock	33%
Owl	36%	Alligator	32%
Squirrel	34%		

5. Animals most frequently rejected, and most frequently rejected first, second, and third. (Comparable to the -- on LCT)

a. Most frequently rejected.

Hog	56%	Chicken	34%
Snake	54%	Hippo	30%
Squirrel	45%	Duck	25%
Turtle	34%		

b. Most frequently rejected: first, second, and third.

First Position		Second Position		Third Position
Snake	43%	Squirrel	32%	No Clear Pattern
Hog	34%	Duck	16%	Evident
Hippo	21%	Turtle	15%	

6. Language Equivalents to animal choices. Adjectivals associated with predominant first three choices represent "desired modes of behavior" (Manzo, 1975), or what Luscher calls Behavior dictated by desired objectives. Rejections are representative of what the subject finds repulsive, or about which he has exaggerated fears and anxieties or what Luscher calls "suppressed" or "anxiety laden" characteristics.

a. Adjectivals associated with the predominant choices:

	1 Eagle		2 Lion
	Soaring		Majestic
	Bold		Proud
Most	Proud	Most	Leader
Often	Courageous	Often	Powerful
	Strong		Strong
	Swift		Fierce
	Watchful		Dominant
	Regal	Often	Masculine
Often	Beautiful		Fearless
	Spirited		Protective
	Alone		Vicious
	Determined		Smart
Occasionally	Large	Occasionally	Graceful
	Scout		Hairy
	Fearsome		

cont.

	1 Eagle		2 Lion
	Unfriendly		Gregarious
	Efficient		Serene
Rarely	Sly	Rarely	Chauvinistic
	Captive		Alone
			Dependent
			Emotional

	3 Falcon		4 Horse
	Soaring		Fast
	Swift		Strong
Most	Predatory	Most	Spirited
Often	Fierce	Often	Galloping
	Aggressive		Thorough-bred
	Majestic		Proud
	Graceful		Majestic
	Smart		Large
	Free		Prancing
Often	Watchful	Often	Noble
	Cunning		Gentle
	Independent		Handsome
	Killer		Intelligent
Occasionally	Warlike	Occasionally	Sleek
	Accurate		Carefree
	Unbridled		Agile
Rarely	Small		Lovable
	Motivated		Free
			Male
			Plodding
			Haughty
		Rarely	Frightened
			Carrier
			Docile
			Dumb

b. Rejections

	1 Hog		2 Snake
	Dirty		Slithering
	Greedy		Slimy
	Slob		Dangerous
Most	Fat	Most	Deadly
Often	Smelly	Often	Sneaky
	Muddy		Hissing
	Lazy		

cont.

	1 Hog		2 Snake
	Piggish		Quick
	Ugly		Quiet
Often	Gross	Often	Ugly
	Dumb		Cold
	Unimaginative		Evil
	Mean		Sly
Occasionally	Tactless	Occasionally	Loner
	Domestic		Fearful
Rarely	Hateful		Nasty
	Intelligent	Rarely	Tricky
			Individual
			Pretty
			Wise

	3 Squirrel		4 Turtle
	Frisky		Slow
	Industrious		Steady
Most	Hoarder	Most	Cautious
Often	Fast	Often	Patient
	Nervous		Quiet
	Cute		Shy
	Watchful		Awkward
Often	Bright-eyed	Often	Passive
	Prepared		Sheltered
	Small		Calm
	Curious		Unimaginative
Occasionally	Frightened		Determined
	Impish		Lazy
	Shy	Occasionally	Oblivious
	Sneaky		Sure
	Flying		Pedantic
	Soft		Secure
	Friendly		Wise
	Free		Wrinkled
	Cheerful	Rarely	Blob-like
	Nutty		Paranoid
	Prudent		
Rarely	Vivacious		
	Anxious		
	Noisy		
	Outgoing		
	Safe		
	Vicious		
	Stupid		

7. MBI Summary Narrative. Findings from the MBI correspond to those of the LCT. The ABE students tested appear to be quite normal, but with a disquieting measure of sub-optimal emotionality. The focus of their sub-optimal state is most evident in conflicts represented in animal choices indicative of a near preoccupation with a need to mount a strong assertive thrust to overcome a poor life condition. Thus the popularity of such predatory and dominant featured animals as the lion and tiger and horse. The frequent choice of eagle, fox and squirrel reveal several themes: feelings of isolation; a concern to be effective and industrious; and, too, a desire to be distinguishable in a positive sense from the crowd. The latter need is probably as much motivated by feelings of fear of intimacy, or of being revealed as only minimally competent, as by a desire to appear aloof and detached.

Rejections appear as near perfect reciprocals to choices. Chosen were animals symbolizing thrust, dominance and respectability. The rejected animals were predominantly conjuring attributes such as sly, plodding and inept: hog, snake, squirrel, turtle.

The popularity of the squirrel in both a choice position (55% of profiles) and as a rejection (45% of profiles) deserves comment. The most parsimonious explanation appearing also to be the most reasonable in this case. ABE students were merely divided on their associations with "squirrel". Some tended to the adjectivals such as "frisky" and "industrious", others to more pejorative impressions, "hoarder", "nervous", or worse, "sneaky", "vicious" and "stupid".

Overall, there are no peculiar combinations of characteristics of personality or temperament revealed in this or the LCT profile

which can be ascribed exclusively to ABE students. An in-depth analysis of the MBI does reveal some possible nuances, but these are too obscure and potentially artifactual. Furthermore, presentation of these speculations could easily dilute the essential and undeniable finding that the ABE profile emerging from this study, while essentially consistent with the backgrounds, challenges, and logical impressions of what we would expect ABE students to appear to be, is not very different from what other groups might also be expected to be like; and, in fact, were found to be like, (See "Other Groups Tested").

LEARNING PREFERENCE INVENTORY (Experimental Form)

The LPI profiles were developed by counting the frequencies with which each mode of learning was chosen for activities listed under three basic learning objectives. The modes or styles of learning chosen by ABE students was found to vary according to the learning objective as displayed in Appendix I, but in general to lean consistently toward three means by which to learn: lecture, tutoring, group work.

Tasks: If a learning task, such as doing a complicated workbook exercise, was required, one-fourth of the population initially favored learning in a 'group'. Less than twenty percent of the remaining sample chose 'lecture' or 'tutoring'; eleven percent chose to learn by 'structured individual' learning; i.e., where one is instructed in how to do a task and then is expected to carry it out individually. In general, subjects chose to learn tasks in groups, or by direct assistance from at least one other person as in lecture and tutoring.

Skills: Deciding how they would most like to learn reading and math skills, 33% of the ABE sample chose tutoring; 21% chose 'lecture'. Third place was shared by 'group'and 'structured' learning situations, at 10% each.

Knowledge: Presented with the objective of having to learn and remember factual knowledge, 30% of the subjects chose 'lecture' learning, and 18% and 16% chose 'group' and 'tutoring' situations respectively.

When all the first choices were taken together, 'lecture', 'tutoring' and 'group' modes respectively were found to be the ordered preferences. The remaining ways to learn were chosen by less than one percent of the population. This included a very low incidence of choice to learn by 'machine', 'unstructured individual' or 'casual' learning modes.

Second choices of learning modes were analyzed to discover if the strong preference for group/directive type learning remained dominant. In a task-oriented situation, 24% of the ABE students chose 'tutoring' as their second choice; while 19% chose 'group', and 18%, lecture learning. These same three modes were the most popular choices for acquiring skills and retaining knowledge, but with no significant differences discernible in these latter two categories for second choices.

Summary - LPI

In general, it appears that this sample of ABE students prefers to learn foremost by direct teaching approaches such as lecture and tutoring, next through 'group' interaction, but in no significant numbers by means which include some of the more popular means by which they

are actually known to be taught.

OTHER GROUPS TESTED

The subsample populations which were measured with the LCT and MBI[1] to give perspective to the ABE sample, offered interesting information, albeit information with few surprises.

The LCT differed only slightly from that of the ABE student profile for the three subsamples of GED students, agents in a stock brokerage, and elementary school children. The stock brokerage agents were somewhat more "restless", and the GED students were less secure about their "identity", while the sixth graders were noticeably devoid of appreciable or serious conflict as a group; a function, no doubt, of their age and their relatively secure identity. Even the minor differences that appeared were only in the (++) or "desired objectives" choices. The other three color choice combinations revealed no other separations of any consequence among these four populations.

On the MBI the three populations were virtually identical with the ABE students except for the stock agent's tendency toward "gregariousness" which could be expected of people in sales. Otherwise the preferences for Eagle, Lion, and Horse, and the rejections of Snake and Hog indicated that the personality traits valued and found suspect were the same for all three subsamples as well as for the ABE students.

The fact that these divergent groups all seem to react similarly with only minor variations could be interpreted several ways. First, it could indicate the lack of sensitivity in the instrument. More likely, however, is the interpretation that the personality differences in these groups is truly negligible and that the obvious differences which one might

[1]For reasons stated in the description of the LPI, that test was not used in investigating these groups.

note in life styles are functions of variables other than those elements alluded to as intrapsychic conflicts, anxieties, and compensations, or more commonly, personality traits.

CONCLUSIONS/IMPLICATIONS/QUESTIONS

Two firm conclusions may be drawn from the data presented. There is greater variability in personality traits and temperament within the groups tested than between them. And, ABE students are not emotional cripples. They appear, in the perspective of other groups tested, to be not unlike many other segments of the American population. More, those students tested appear to be blessed and plagued as are most people with newly heightened aspirations. They appear to be more aggressive, intense, task-oriented, directive, conflict prone, and vulnerable than their more resigned counterparts.

Beyond these firm findings are our reflections upon the total study experience. These begin with the belief that if there is a unique factor in the ABE students' configuration, it is probably in the fact that the seemingly lowly nature of their objectives fails to garner the measure of empathy so easily conjured for many others with elevated aspirations and adverse situations. These supportive feelings are absent not only from the society at large, but also for themselves, and for one another. They appear unimpressed with the value of their own mission and the challenge of their own life condition.

This consideration suggests to us at least three recommendations bearing on approaches to adult basic education. Teachers being trained to work with adults should be made aware of the fact that ABE students are, in their essential characteristics, like everyone else. This awareness alone, should reduce the inclination of better educated and stationed people to approach those of lesser education and station in ways which are patronizing or otherwise

less than genuine and empathetic. Secondly, a major order of business in the classroom should be to help the ABE student to articulate the nature and the challenges of his particular life condition; this to make vivid the dramatic and life-engaging qualities of his experience and station. Thirdly, the ABE student should be taught directly and firmly. While he may appear somewhat fragile, his fragileness is related largely to insecurity about whether his raised levels of aspiration are warranted. The best verification that he can receive that his aspirations are realistic and should be translated into sustained motivation and effort is to have his teacher approach him with rigorous, unpatronizing objectives and a firm instructional tact. The teacher tells the student what he is worth by the energy she commits to teaching him and the expectancies she communicates to him.[1] If demands are rigorous, but realistic, and delivered by a teacher who is empathetic, the impact should be ABE students who are energized to meet their challenge, much as graduate school students are energized by that same combination at an analogous station and level of aspiration.

There will be those ABE students who will not fully succeed with this approach, either because it is incompatible with their styles of learning or simply inadequate to meet the complexity of their situations. To the question, how can we find out more about the

[1]See "Teaching Adults to Read" for specific suggestions for achieving these ends. Finch, 1975: T.V. tape and manual available from the Center for Resource Development in Adult Basic Education, University of Missouri - Kansas City.

vagaries and special needs of such people, we recommend as partial answers the instruments of this study, the Luscher Color Test, the Manzo Bestiary Inventory, and the Learning Preference Inventory. To the question, how can we evolve a more inclusive and comprehensive program of education for adults, we recommend the continuation of more intense study of ABE students. From deeper knowledge and more experience will hopefully come more suitable and empathetic programming.

Other questions arise which require articulation. One is the question of better understanding "compound effects". By this we mean to better understand the point at which relatively clear and seemingly less than stifling effects become a burden too heavy to bear. As an example, we found little emotional pathology in the subjects of this study, but this does not rule out the possibility that the sub-optimal levels of emotional operation which were found do not become critical when added to an array of other sub-optimal conditions. It may be naive to expect to find clear and distinct reasons for adults to have not achieved beyond basic educational levels. Perhaps, instead of looking for something analogous to a special viral germ, our programming ought to be addressed to the simple fact of combinations of more obvious and typical annoyances which at some point become an adversity which is larger than what people can bear. One of the ironic implications of this possibility is that it seems to run contrary to the early suggestion that we should be trying to find in the ABE students the parts of ourselves which engender empathy. The contrary note is in the fact that we may then expect them to succeed with the same measure of help with which we have achieved. But, if at some point, the addition of the slightest bit more of a burden outweighs the balance of man's resiliency,

and we do not know this, then we would tend to be secretly contemptuous of those who cannot quite overcome their situation.

On final reflection, we find our strongest feelings about why we have been ineffectual in helping, i.e. relating to, the functionally illiterate, expressed in Solzhenitsyn's description of the Russian peasant. They are, he writes, "a silent people, without a literary voice, nor do they write complaints or memoirs!" (Solzhenitsyn, 1973). Again we must conclude from this that the thrust of ABE programming must be to bring along some of their number who can articulate and record their story; which we should expect to be as varied and complex as are all accounts of human experience.

APPENDIX

Percentage of ABE students' First and Second Preferences in the Learning Style Inventory in Midwestern Metropolitan Area

FIRST CHOICE								
LEARNING OBJECTIVES	1 Lecture Learning	2 Incidental Learning	3 Unstructured Indiv. Learning	4 Group Learning	5 Structured Learning	6 Tutoring	7 Machine Learning	8 Discovery Learning
TASKS	20%	.04	.09	.26	.11	.19	.03	.06
SKILLS	21	.02	.06	10	10	33	.02	.06
KNOWLEDGE	30%	.01	.08	16	.06	18	.09	.08

SECOND CHOICE								
LEARNING OBJECTIVES	1 Lecture Learning	2 Incidental Learning	3 Unstructured Indiv. Learning	4 Group Learning	5 Structured Learning	6 Tutoring	7 Machine Learning	8 Discovery Learning
TASKS	18%	.09	.06	19	12	24	.06	.04
SKILLS	19	.03	12	21	10	18	10	.02
KNOWLEDGE	18	.06	.09	16	10	15	10	.06

REFERENCES

1. Litchtenwalner, Joanne S. and Maxwell, Joseph W., "The Relationship of Birth Order and Socioeconomic Status to the Creativity of Preschool Children". Child Development, 40, 1969. 1241-1247.

2. Manzo, Anthony V. "Learning Preference Inventory"; Experimental Form II, Author's copy (1974) University of Missouri - Kansas City.

3. Manzo, Anthony V. "The Manzo Bestiary Inventory: Adjectival Validation with Freshman Psychology Students"; Author's copy, (1975).

4. Scott, Ian S., editor, The Luscher Color Test. (Based on the original German text by Dr. Max Luscher), Pocket Books, New York.

5. Sheldon, W. H. (with the collaboration of S. S. Stevens), "The Varieties of Temperament: A Psychology of Constitutional Differences", New York: Harper, 1942.

6. Solzhenitsyn, Alexander. The Gulag Archipelago, Harper Row, Publishers, New York, 1973.

7. Wallen, Kansas City Star, Sunday Supplement feature; Feb. 1975.